

# Montana Schools

Volume 23, No. 7

Office of Public Instruction Georgia Rice, Superintendent

March 1980

## Do you really want it?

# The State Film Library

Whether or not the Montana State Audiovisual Library, operated by the Office of Public Instruction, continues to operate past July 1, 1980 depends largely on district administrators. The library has been caught between rising costs like energy and labor, and slowly declining revenues for several years. But film itself suffers the dual curse of being both a petroleum product and a silver product. In fact, the film industry is one of the heaviest users of silver in the world.

The recent rise in the world price of silver from around \$4.50 an ounce to over \$40 has forced the Eastman Kodak Company to increase their prices by up to 75 percent beginning

### Film suffers the dual curse of being both a petroleum product and a silver product.

December 1979. This has been immediately reflected in increased prices for all films and repair footage purchased by the film library. Silver and petroleum are not the cause of the current problems: they are merely the straws that might break the camel's back. Schools, faced with even tighter budgets themselves, are slowly cutting back on their use of films—by 12-15 percent over the last two years.

During the 1975 legislative session, an accountant with no knowledge of film library operations and without consulting anyone responsible for the library, promised legislators that if a revolving account were established, the library could function without the \$50,000 annual appropriation it was then receiving. That promise did not come to light until late in the 1977 legislative session and was a major factor in the decision to raise the cost of renting a film to \$5 as of July 1, 1977.

The 1977 price increase has carried the film library for three years, but the failure of the 1979 legislature to reinstitute the appropriation has put the library in a deep financial hole. As of July 1, 1980, the film library will be broke. Unless the local schools see this service as a high enough priority to pledge additional support for the next 18 months, the Office of Public Instruction will have to seriously consider closing the library.

Beginning with the southeastern regional administrators meeting in Miles City on January 23, Office of

Public Instruction staff members have been traveling to each of the nine regional administrators' monthly meetings to explain the dilemma and seek the comments of the administrators. The 1977 decision to raise the price of films had to be made under pressure and without time to seek comments from users. This time, after six months of studying alternatives, the Office of Public Instruction has come up with several options and is seeking comments before making the final decision.

**Option I—Keep the price at \$5 per film.** The first alternative is based on a membership fee for each district. The cost would be \$2 per ANB and would be payable in the early fall, probably by mid-October. All films used by the district would be charged against the membership fee at a rate of \$5 per film. Any additional films would be billed at the same \$5 rate. For schools choosing not to pay a membership, films would be available at an average cost of \$13, based on the length of the film. In order for this option to be practical, at least 100,000 of Montana's 165,000 students need to be represented in the paid membership.

**Option II—Raise the price of films to \$8.** Though on the surface this is an easier option to explain, it is based on the schools' agreeing to use the same number of films next year for \$8 as they did this year for \$5. Simply keeping the same budget and cutting film use to conform to the higher price will not help the film library at all.

**Option III—Close the film library**  
Options I and II are short-range solutions but have a long-range solution tied to them. When the legislature meets again in January 1981, it will be necessary for prin-

### As of July 1, 1980, the film library will go broke.

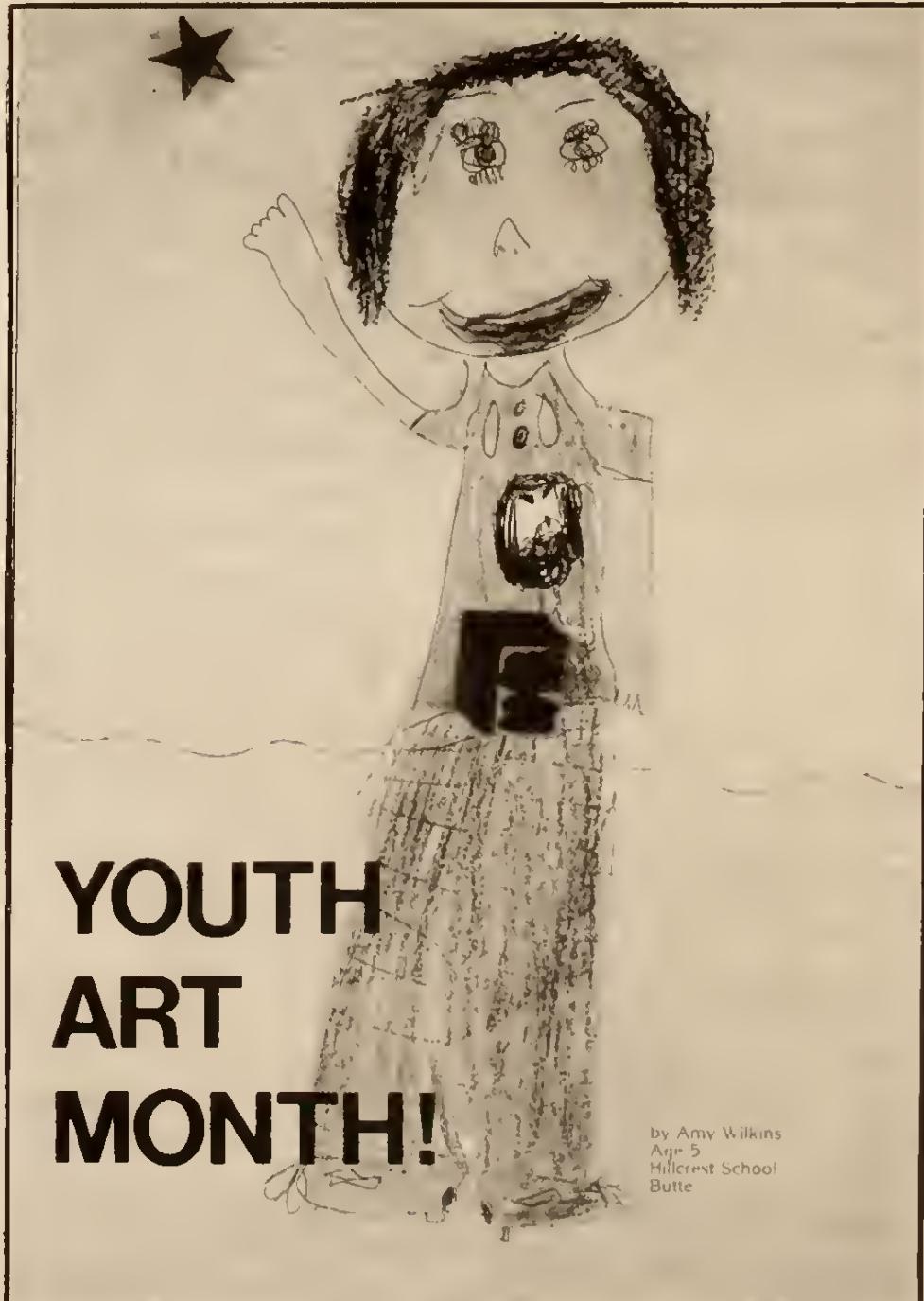
cipals, superintendents, teachers, board members and other interested parties to unite in an active effort to persuade the legislature to pass a specific appropriation to support the film library. If the Office of Public Instruction is the only one actively supporting the appropriation, it is unlikely that it would succeed. Support of either of these two options, then, contains an implied desire on the part of a school to actively assist in legislative efforts next January.

It is doubtful that this information will contribute to the overall happiness of being a school administrator

in Montana; we hope it will reach administrators while the 1980-81 budgets are still in formation. Principals are encouraged to calculate what the options above mean to their districts in dollars and cents. Remember that no matter how the pie is cut, the library ultimately has to have more revenue if it is to survive the next 18 months; and the schools are really the only source of revenue. If the library is forced to close, teachers will have to look to out-of-state rental libraries, and schools are encouraged to check current prices of films from these sources before ex-

pressing support for any of the options. The final decision on keeping the library open will be made by Superintendent of Public Instruction Georgia Ruth Rice later this spring. It is hoped that enough administrators will have responded to give the Superintendent a clear indication of how important the film service is to education in Montana. Send comments to Georgia Ruth Rice, Superintendent of Public Instruction, State Capitol, Helena 59601.

—Bruce MacIntyre  
Consultant  
Library/Media



## Community Education Survey

# Learning is a lifelong process

"Improved communication between the school and the community" is an advantage to community education programs, according to 97.8 percent of the respondents to a recent community education survey. The survey was conducted by the Office of Public Instruction "to determine the needs of Montana educators in community education programs," said Kathleen Mollohan, consultant for school/community services for the Office of Public Instruction.

"We need this information," Mollohan said, "so we can provide appropriate assistance to local districts and develop better programs in community education."

Surveys were mailed throughout Montana to 419 officials responsible for local community education programs; 234 were returned.

Approximately 95 percent of the respondents viewed community education as an opportunity "for pupils to see learning as a lifelong process and to understand that the school is part of the community." Further, community education provides "learning and enrichment opportunities for all people of all ages and walks of life."

It is the responsibility of a school district to take the initiative in developing a local community education program, 68 percent confirmed. Others believed that the responsibility for such programs should be a joint effort be-



tween school and community members.

The survey showed that many schools have some community programs. More than 80 percent of the respondents indicated that they are using community resources in the classroom to some extent and that they have a school/community communication network that encourages two-way interchanges and personal contact. School facilities are made available to the public beyond the regular school day to a great extent in more than 60 percent of the responding districts.

Respondents also provided examples of community education practices. Some of those practices are:

#### Community Involvement with K-12 programs—

- high school students get credit for working in local businesses,
- grandparents assist and/or visit kindergarten programs,
- community members volunteer for playground supervision and work in school library, and
- mothers assist teachers in and out of classroom.

#### Cooperative relationships—

- city recreation department uses school facilities, and
- joint programs are conducted with community organizations (health programs).

#### Policies—

- adults can organize and hold classes in the schools at no charge, and
- community suggestions are used in rewriting board policy.

#### Citizen involvement—

- task forces and advisory councils are used,
- opinion surveys conducted, and

—community meetings are held on controversial subjects.

#### Community programs—

- adult education, community education instruction programs conducted (hunter safety, child safety),

- community programs held on holidays,

- community members invited to an annual picnic and special school functions, and

- community clean-up and school repair program conducted.

#### Public relations—

- open house held, and

- school bulletin and newsletter disseminated.

#### Community use of facilities—

- community groups conduct meetings in schools, and

- school shop available to community members.

In response to the survey, three regional workshops will be conducted by the Office of Public Instruction in April. The programs are designed to answer the needs mentioned on the surveys returned from each region. On April 14, the workshop will be in Missoula, April 16 in Lewistown and in Glendive on April 18. For more information contact Kathleen Mollohan, Office of Public Instruction, State Capitol, Helena 59601; or call toll-free 1-800-332-3402.



## Accreditation renewed, reviewed

The Board of Public Education supported recommendations made by Superintendent Georgia Ruth Rice to uphold regular accreditation for 652 of Montana's 778 public elementary, junior high and high schools. Regular accreditation was granted to 131 high and junior high schools this year as compared to 124 last school year.

Accreditation is a process that gauges the school's efforts to provide a minimal environment in which to build a sound educational program. It is not a judgment of the program itself; rather it is an assessment of its constituent parts based on minimum standards established by the Board of Public Education.

"Our schools are improving," Rice said. "The dedication, support and high ideals of teachers, school administrators and state educators greatly benefit the students of this state." Rice added that the active involvement of the parents and the commitment of the Board of Public Education to uphold its standards of accreditation were also responsible for the improved accreditation figures.

The number of schools receiving Accreditation with Advice was down from last year, with 116 public schools as compared to 119 last school year. The Board assigned this

status to 56 junior high and high schools—down two from last year.

Accreditation on advice is given when a school exhibits serious and/or numerous deviations from minimum standards. Improvement is expected within the ensuing school year. A common reason schools are placed on Accreditation with Advice this year is that they have a librarian or a counselor without the proper training.

The Board placed 10 schools on probation this year as compared to 21 last school year. Four elementary schools were placed on probation this year—last year there were nine elementary schools.

Schools are commonly placed on probation because they exhibit or continue to have serious or numerous deviations from standards or have substantially increased the seriousness of deviations over the previous year. When placed on probation, the local school board and other administrative officers must adopt and submit a school improvement plan to the superintendent's office. This plan must provide a systematic procedure for the correction of deviations. One reason schools are placed on probation is that they assign teachers to teach classes for which they are not cer-

tified or they have teachers and administrators who are not certified according to Montana law.

#### Accreditation Standards Review Proceeding

The review of state school accreditation standards is proceeding according to schedule. The Board of Public Education reports that a considerable number of suggestions for new and revised standards have been received in their office and remind interested persons that suggestions will be received by the Board until April 1.

Those comments and suggestions will be compiled and analyzed by the Board and by the Office of Public Instruction, and later this year the Office of Public Instruction will propose a list of standards to the Board. At that time the public will again be able to comment, this time in response to the proposed new standards.

The final adoption of new standards is subject to the provisions of the Administrative Procedures Act, and once the Board has a refined set of proposed new standards, a public hearing will be conducted prior to final adoption. Final adoption is slated for February 1981, and the new standards will become effective on July 1, 1981.★

## TURN IT OFF!

Does a fluorescent light have to be turned off for half an hour before the energy saved equals the energy used in initially energizing the bulb? No, according to the Navy's Civil Engineering Laboratory and contrary to what many believe. Fluorescent lights need be turned off only ONE SECOND in order to save the amount of energy that will be expended with the lights are turned on again.

The life of a fluorescent bulb is dependent on the filament's electron-emitting coating. This coating slowly evaporates during the lamp's operation; and each time the lamp is started, some of the coating erodes. In the Forties, when fluorescent lights first became popular, bulb life was substantially reduced if the light was operated for short periods of time; and it cost less to operate fluorescent lights continuously than to replace them frequently. However, more recent advances in the construction of fluorescent bulbs have increased their life.

Schools are opening their doors to the skills and experiences of the elderly. The results are beneficial to the students, schools, community and to the senior citizens.



## Youth and the Senior Citizen

Modern American society tends to isolate the young from the old in recreation, residential areas and in education. Schools across Montana, however, are tearing down the conventional barriers and are encouraging interaction between youth and senior citizens. Teachers and students are learning that senior citizen involvement in their schools is beneficial. The elderly have skills, training and experience to share. It is a way of bringing new experiences and insights into the classroom—it is a way to say thank you for years of support to the senior citizens in a community.

For the second year, the Great Falls Public Schools have held a senior citizens day in March. Approximately 90 people from the Senior Citizens Center, Park Place, Deaconess Skilled Nursing Center, Cascade County Convalescent Home and the Downtowner in Great Falls came to the Great Falls High School. Once the senior citizens arrived in the school—the drama department did a collection of short comic sketches, lunch was served and the visitors had a chance to share some time and experiences with the students. Last year the event was held in C.M. Russell High School.

The Great Falls District also gives Golden Age Passes to senior citizens in the community. These passes allow free admission to many high school sponsored activities. Pass holders can also take adult education classes without paying the registration fee.

"The Golden Age Passes are our small way of saying thank you to senior citizens for the years they supported the community and the school system," according to Audrey Olson, information consultant for the district and organizer of the events. "Since they are still contributing, we think it is important that they are not left out of the schools' activities. This pass is our way of encouraging them to see what is going on in our schools."

Senior citizens can also be helpful as classroom aides or for special classroom presentations on history, business or the many other fields in which they spent their lives. ★



## YOUTH ART MONTH!

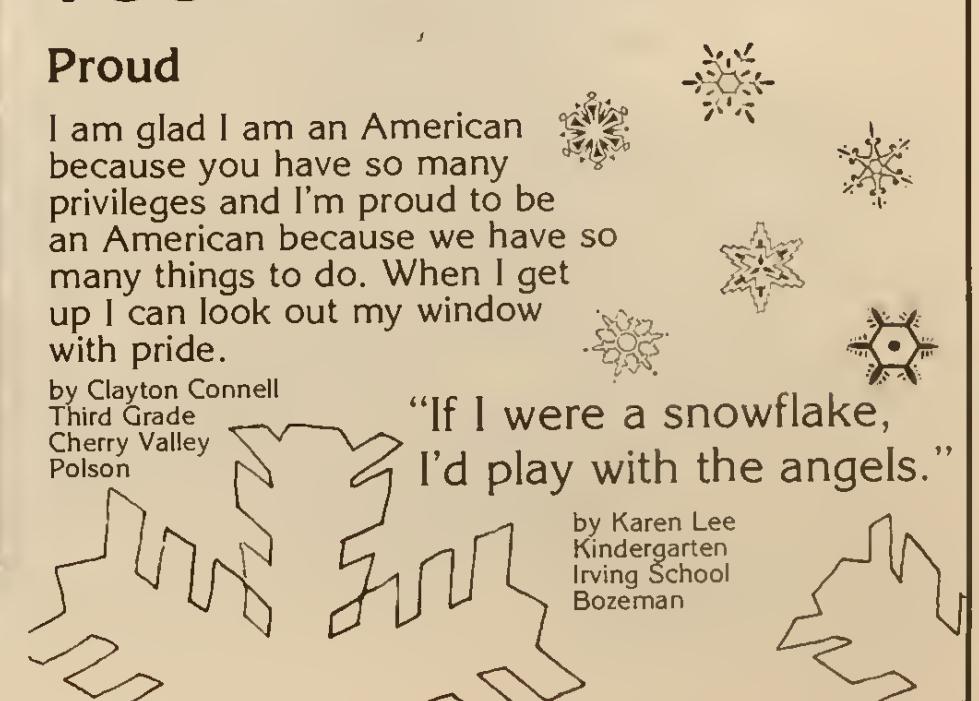
### Proud

I am glad I am an American because you have so many privileges and I'm proud to be an American because we have so many things to do. When I get up I can look out my window with pride.

by Clayton Connell  
Third Grade  
Cherry Valley  
Polson

"If I were a snowflake,  
I'd play with the angels."

by Karen Lee  
Kindergarten  
Irving School  
Bozeman



# PRIME TIME



## For Your Information

A date to mark on your calendar: October 23-24, 1980—Montana State Reading Council Conference, Great Falls.

If you would like a copy of *Read It—Move It*, write to Rita Brownlee, Office of Public Instruction, Helena 59601. This booklet helps the classroom teacher set up an elementary physical educational program for a class.

**What Works In Reading?** was the question addressed in a study conducted jointly by the School District of Philadelphia and the Federal Reserve Bank of Philadelphia. The purpose of the study was to determine what makes a difference in teaching children to read. Factors were identified that contributed to students' learning to read, and also factors were identified that did not affect student achievement. Some factors found to contribute to student achievement were:

- The fewer absences a pupil has, the more reading scores increased.
- In schools with principals who have had experience in the field of reading, students achieve better.
- The more time students spend in sustained silent reading, the better they achieve.
- Students taught in small-group/whole-class combinations achieve better than those taught only individually, only in small groups, or only in whole-class instruction.

A few of the factors identified that did not affect pupil achievement were:

- How much administrative experience a principal had had.
- Whether a pupil came from a lower- or higher-income neighborhood.
- The time of day reading was taught.

For a copy of the complete report write: Office of Research and Evaluation, R. 403, School District of Philadelphia, Philadelphia, PA 19103.

## Idea Swap

Used properly, oral reading serves two legitimate functions: as a diagnostic technique and as a motivator.

In practice, however, it is mostly a routine and unmotivating procedure that frightens some pupils and shames others while thoroughly boring the teacher and the rest of the class.

What should be done in the way of oral reading? Suggested activities:

**Read and Stop**—The teacher can begin reading, and then stop and say "read" to the whole class. The class reads; the teacher says "stop" and then "read," naming a child to read. The teacher says "stop" once again, and

the whole class reads. Then "stop," and the child who read names someone else to read, and so forth.

**Group Can Read**—Using dialogue, as an example, one group would be the narrator, another group one person, and the third group another person. Depending on the material to be read, groups can divide the reading as they see fit.

**Performing for the class or a younger class**—To give practice in oral reading, students can prepare short stories to read to a group or show a captioned filmstrip of classical fairy tales and read the narrative (with expression) to the group. The important point to remember is to make sure that students have time to practice and prepare before attempting these activities.

**Other activities for oral reading practice:**

- Read daily (weekly) school bulletins to the class.
- Read aloud items of interest from newspapers and magazines.
- Read letters to the class.
- Read directions for others in the classroom to carry out.
- Read jokes or riddles.

How about a "Smooth Reading Contest"? This idea is courtesy of Eugene Montgomery, Pennsville, NJ.

• Prepare students for the activity by telling them that they will be given a passage to read and practice silently. Let them read it. When they have finished, each student reads the passage aloud and is scored by you according to smoothness and expression of the reading. Scoring is figured on a scale of one to 10, with a score of 10 "outstanding," 5 "average," and one "terrible."

• Using sentences written on the chalkboard or distributed to each student on dittoed sheets, review the mechanics of phrasing and the concept of thought units in reading. Also, reading aloud from the material that the group will be using, contrast blatant examples of poor phrasing with smooth oral reading.

• To start, use short passages of about 75 words.

• Make sure that the selection is at each child's independent reading level. "Short passages and ease of reading help to ensure maximum success and security early in the game and lead to an enjoyable learning experience."

• Scoring—As students take turns reading, listen carefully and record scores. To get the contest off to a good start, don't reveal individual scores during the early rounds of the game. This protects children who do not rate well at first from unnecessary embarrassment. The number of points for smooth reading should be given only as team or individual totals. Also, the secretiveness adds an element of suspense and excitement to the contest.

Later, as students become more familiar with the format of the Smooth Reading Contest and improve their phrasing, individual scores can be an-

nounced after each round. Another wrinkle that can be added to the game later is having students rate one another. This will sharpen the ability of students to recognize smooth oral reading.

To add a competitive edge to the activity, divide your students into teams and hold contests to determine weekly classroom championships, best individual reader, or similar "honors."

**Publications**  
(These are not necessarily endorsed by the Office of Public Instruction.)

**Words, Sounds and Thoughts: More Activities to Enrich Children's Communication Skills** by Dorothy Grant Hennings, Citation Press/Scholastic, New York, 1977.

Speaking, listening, writing and reading are all basic ingredients of language arts. This book offers elementary teachers a wealth of imaginative ideas for building each of these skills and enriching all areas of the language arts program.

—Rita Brownlee, consultant  
Reading/Language Arts



## COMMUNITY EDUCATION

### Research: Community Education Contributions to the K-12 Program

Dr. Paul Ruark of the University of Alabama recently surveyed 52 community education coordinators in Alabama community schools to determine the contributions of the community education program to the overall K-12 program during the 1978-79 school year.

All of the services and benefits described below were provided to students through community education programs, at no cost to the schools. Income to fund the community education programs comes entirely from fees.

**Tutoring.** Community education programs provided an average of 49.87 hours of tutoring per week. The average cost to students was \$1.75 per hour.

**Equipment.** Community education programs spent a total of \$106,318 for equipment which they shared with the K-12 program. Equipment ranged from band instruments to curbs and sidewalks.

**Supplies.** A total of \$33,388 was spent for materials such as workbooks, art supplies and office supplies. All were purchased for the schools.

**Activities.** The community education program sponsored/organized activities such as sports leagues, health forums, bike safety and teenage nutrition programs, children's theatre,

swimming lessons and job placement services. Most activities were free. A total of 24,115 students participated. The average cost to each student was 18 cents.

**Resource People and Extra Instruction.** Community resource people spent 4,229 hours in the classroom (total value \$70,320). An additional 4,449 hours of instruction were provided to 8,875 students in such areas as art, physical education, music, drama, career education and speech therapy. Costs ranged from \$0 to \$4 per hour for specialized instruction.

**After-School Enrichment/Care for School Children.** The community education programs provided these structured activities, including snacks and transportation, for approximately \$11.53 per week.

**Field Trips and Cultural Events.** Activities for students during and after school included trips to concerts and museums, skating parties and library programs. The average total cost was \$1.01 per person.

**Release Time for Teachers.** The community education programs reported releasing teachers for a total of 218 hours per week. The estimated saving to schools was \$1,127 per week.

**Volunteers (other than tutors and resource people).** A total of 421 volunteers donated 5,609 hours to the K-12 program. Most served as teacher aides and sports coaches. The value of their time, computed according to the Minimum Wage, was \$16,827.

The approximate total cost to the community education programs was \$33,110. Benefits to the K-12 programs totalled roughly \$267,425, for a net contribution to schools of benefits worth approximately \$234,315. For a copy of the 3½ page report, contact the community education consultant, 1-800-332-3402.

### Regional Workshops in April

The Office of Public Instruction and the Center for Community Education will co-sponsor three community education workshops in April. School personnel and community members are encouraged to attend. Workshops will last from 9 a.m. till 3 p.m. on April 14 at the University Center in Missoula, on April 16 at the Yogo Inn in Lewistown and on April 18 at Dawson College in Glendive. Lunch will be provided. Contact Kathleen Mollohan if you plan to attend.

**Community Education Association to Form**

The Montana Association for Community Education will hold its Founders' Day meeting on March 26 from 8:30 a.m. to 5 p.m. at the Coach House East motel in Helena. A registration fee of \$16 includes membership and lunch. Two nationally known community educators will speak at the meeting.

**Inservice Training for Community Education Council and Staffs**

The Office of Public Instruction will assist community education programs to locate short-term inservice training for project staff and councils and reimburse the expenses of the trainers. If

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# Montana Schools Supplement

# Montana's Teacher Centers

## A record of service

### Teacher Center for Gallatin Co.

"Once a teacher leaves college, that's often it," according to Dr. William Hall, assistant professor in the School of Education at Montana State University in Bozeman. "Some things change in the field, and the teacher must find some way to keep informed."

Now there is a place where teachers can go for help. That place is a teacher's center.

"A teacher center allows teachers to explore areas they previously couldn't because of time, money or where they are teaching," Hall said. A center provides a link between curriculum planning and services. Teachers have a place they can go to help one another with problems and needs. They can also use the center's staff, materials and resources to find the answers or training they want.

The Gallatin County Teacher Center in Bozeman "provides guidance and growth for teachers," said Linda Bardonner, Teacher Center coordinator. Hall helped write the grant for the center.

Nationally the emphasis in teaching is that "each child is an individual with individual needs . . . That has placed a lot of pressure on the teachers to individualize curriculum," Bardonner said. "Teachers are not relying on textbooks as heavily as before. Therefore, it is important that they be innovative and creative in the classroom."

"We are here to help them share ideas and to become more professional and articulate," she said.

Hall and Bardonner agree that a teacher center is especially important in a rural area. "Rural schools don't have the money or background to provide in-service to the teachers," Hall said. "A teacher may

**"A teacher center allows teachers to explore areas they previously couldn't because of time, money or where they are teaching."**

be five or six miles from Bozeman and be completely by him or herself. During PIR days, the larger schools often provide training for the teachers; the small school has no provision for teacher development."

Hall added that the center is also important to larger districts. "Their programs often don't address a special problem faced only by a few or even one teacher. [Those teachers] need immediate help and information on problems or curricular needs," he said. The center provides that immediate help.

#### Serving the Rural Teacher

Anne Thoreson is supervising teacher at Anderson School—a one-room school in rural Gallatin County. She teaches 15 boys and one girl in grades kindergarten through second grade. Being relatively new to the teaching profession and being in a small school, Thoreson said that she relies heavily on the Gallatin County Teacher Center.

"Working in a one-room school where there is more than one grade—[besides] being the only teacher—gives me little time to prepare for class work and activities," she said. Thoreson must supervise lunch and recess, which takes away the time many teachers have for classroom preparation.

"The center is there to help me," she said. She said she uses the center for books, resources and for constructing classroom aides. "The resources of a rural school are very limited. I can look through their [Teacher Center] books and maybe find the

one idea that I want to use instead of having to buy the book," Thoreson said. In that way, the Teacher Center saves her time and money.

The center staff also helps Thoreson. "They helped me organize the library for the students, find a resource person for 'Indian Day,' and their artist-in-residence has spent time helping the students make and use puppets.

"Most importantly, the center provides the spark that keeps me going," she said. "I don't have other teachers to provide professional stimulation and get me going when I get bogged down. The center provides that professional stimulation."

Bulletin boards, projects, materials and games are displayed or are on file at the center for use by teachers. The center staff defines a teacher as any individual who works with children. Community

members who work with children outside of a public or private school classroom can use the center.

"We don't have the resources in a small school that the larger schools have," Thoreson said. The use of the center's machines, materials and staff is a great help to a rural teacher.

Monforton School second-grade teacher Gaye Engel considers the center a general source of ideas as well as a fun and friendly place.

"I use the center's books and try to attend the workshops they put on," Engel said. "There are so many new ideas all the time that the center helps me keep up."

"The center is especially important for rural teachers who can get very frustrated with limited resources," she said.

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Peg Nelson taught third grade last year and now teaches fourth grade, at Whittier School in Bozeman. The Teacher Center helped her make the transition.

## Off and running

# Western Montana Teacher Center

"WHAT IN THE WORLD IS A TEACHER CENTER?" For one thing, it is something new to western Montana; and the Western Montana Teacher Center in Missoula asks and answers just that question in a circular for its teachers. "It is a place with (a) subject matter resources, (b) a professional library, (c) all types of information," where educators can construct materials, obtain technical help, talk to other teachers, relax, participate in recreation, learn and share. "It is a place that (a) belongs to educators, (b) responds to educators' wants and needs, [and] (c) represents a neutral ground for all educators."

Planning for the Western Montana Teacher Center began in 1978 with a federal grant. In 1979, an operational grant of \$97,000 allowed the staff and policy board to open the center for business on August 29. The center serves all of Montana west of the Continental Divide and occupies the former offices of a mining company in the basement of a modern building on Burlington Street.

Robert Lukes directs the center with staff assistant Carla Dvoracek and secretary Kit Pozsgai.

The center's policy board has 21 members. It is their duty to appoint the director and supervise the expenditure of funds. "Our involvement is mostly just looking at the staff's ideas and backing them or putting in our feelings on their ideas," said member Kyle Boyce, a math teacher at Hellgate High, "and we're not afraid to table something."

The board—composed mostly of teachers—meets regularly in the center's workshop room, which accommodates up to 60 people. The room is "free and open for the public to use," said Dvoracek, "particularly education groups." The Western Montana Administrators, the secretaries' association and

**"In the classroom it's really hard to get everything together, because you don't have that much time. Here, they have it all together for you."**

the MEA are three groups that meet there. At the back, a partition creates a separate area that serves as a lending library. "It has a lot of teaching kits, like DISTAR and SRA," Dvoracek said. "A lot of teachers use those, and there are a lot of textbooks and professional books for teachers to look at and read."

The center also has a "production room" and a toy library. In the production room, teachers may search books for ideas on constructing bulletin boards and other teaching aids. The room is also stocked with supplies and equipment for making them there—paper, scissors, typewriters and glue. Pozsgai demonstrates the use of some production-room materials by making and displaying bulletin boards around the center.

"I just can't believe it," said Ellen Swift, who teaches second grade at Prescott School and visits the production room whenever she needs to find teaching aids. "It's really exciting. I come down and stay two or three hours and work. Right now I'm doing a display on Indian studies."

"I needed some music, and they have a record here I can use," Swift said. "You just come and ask for what you need, and they figure it all out, and you just get busy."

"The last time I came, I got a whole new lot of ideas for bulletin boards to jazz up my classroom," she said. "Another time I came and got a lot of ideas for rewards to motivate children."

"In the classroom it's really hard to get everything together, because you don't have that much time," said Swift. "Here, they have it all together for you."

The toy library contains not only toys to lend but also filmstrips, musical instruments, records, record players and literature on teaching young children. "It's open to community people or church groups or any other group," Dvoracek said. Teachers from day-care centers, kindergartens and the first grade use the library most heavily.

In the hallway, a bookcase is stacked with newly-published textbooks for teachers to examine. The

front office contains a plastic-laminator and a dry-copier, for use at a small charge. Free literature is set out on a table by the entrance.

The first official activity at the center was an educators' conference on August 29. Since then, the center has involved 1622 people in 211 hours of planned activities (as of the end of January), including inservice programs, meetings, planning sessions and workshops. That accounts for 70 different activities as of Valentine's Day, according to Lukes. He estimates that between 100 and 130 people drop in once a month to use the libraries and equipment, "depending on the weather." Most of the drop-in business comes from the pre-school, kindergarten and elementary, Dvoracek said.

The center conducts six to eight workshops per month, according to Lukes. Those range from large-group lectures and "hands-on" activities to programs designed for specific, small groups of people.

Workshop topics are chosen in a number of ways. The center's first workshops responded to needs indicated in a survey made during the planning period. Other ideas come from workshop evaluation forms, filled out by participants after each workshop. At the bottom of the form, participants are asked to give suggestions for future offerings at the center.

Still other ideas are gathered by teacher center staff on their visits to the schools. "Whenever we go out to talk to teachers in the schools, we ask them what they want," Lukes said. Often, teachers volunteer to conduct workshops in order to share their knowledge or expertise. "They come in and say, 'I've really got something exciting going on in my classroom,'" Lukes said. "We're giving these teachers the opportunity to share some of these things . . . ."

Workshop-goers are usually charged \$1 or \$2 to attend, although some workshops are free. The money goes toward running the center.

Attendance at the workshops varies. "We've had workshops where as few as three people came, but we've also had them where over 40 came to the center," Dvoracek said. The staff conducts even larger workshops at nearby schools.

Boyce believes that the strength and popularity of the Teacher Center lie in the center's ability and desire to provide inservice training to the teachers. "We offer the teachers things that they're interested in, that are pertinent to their own career advancement and to working with kids," Boyce said.

"One of the workshops that we got the best results from was one on handwriting," said Dvoracek. "And it was received so well because it was practical; and the teachers didn't just sit and listen—they sat and wrote—and the speaker was very good, too." Another popular workshop, from a teacher's request, was one on moral development.

"We've done things on income tax," Lukes said. "IRS people came in, and it was good because it dealt specifically with things that are peculiar to our profession." A group of teachers unanimously requested that seminar, on one of Lukes' school visits.

**"We offer the teachers many things that they're interested in, that are pertinent to their own career advancement and to working with kids."**

The center has also offered workshops on such diverse topics as sports medicine, grant-writing, the female athlete, the MINE, the split-brain theory and self-defense for women.

Although more workshops apply to elementary education than to secondary, the center consistently strives to involve secondary teachers.

"In March we are having two workshops that are more geared to high school specifically—one on Montana literature ("Writers in Montana") and the other on the geology of the area," Dvoracek said. For the K-12 math conference in March, the center expects equal participation by elementary and secondary teachers alike. That conference will offer 11 workshops and work sessions for elementary and junior high teachers, and 11 seminars for junior



high and high school teachers. A guest speaker from the University of Colorado will discuss the energy crisis at the luncheon, and NASA will make a presentation on the evening before the conference.

Workshop evaluations have been positive. "I don't think we've had any in the low numbers [from one to 10], and on most of the workshops we've had exceptionally good ratings," Dvoracek said.

The center also helps teachers by awarding "mini-grants." "We have money available to offer a series of mini-awards every year," Lukes said, "and this year we had 44 applicants for mini-awards, of which 13 were funded." Lukes said that "the idea behind it is for teachers to develop some contribution they'd like to make to their own professional growth and development." The winning projects ranged from a Shakespeare unit for junior high students to a student-operated school store. "It's just unfortunate that one doesn't have enough money to fund them all," Lukes said. The awards have been "a very successful part" of the teacher center's operations.

Next year, the staff would like to offer workshops at different locations in the service area. "I think we need to expand our services, to get to more people, the people in outlying areas," said Boyce. Although each month 2500 copies of the center's newsletter circulate through the area—keeping teachers informed of the activities in Missoula—still "there is a real need to get to the schools where the teachers can't come to us," Boyce said.

"For the math conference, we have people signed up from as far away as Libby and Deer Lodge," Lukes said, "and we get teachers who drive in for an evening conference from 60, 70, 80 miles out."

"I think we've made a reasonably good showing of our worth here in the immediate Missoula area: we're getting some pretty good feedback from the teachers on the quality of our inservice programs and so on," Lukes said. The center's next step is to provide "expanded, site-level inservice" to teachers in outlying areas. Lukes hopes to take the better

ter



**Ellen Swift,  
second-  
grade  
teacher at  
Prescott  
School in  
Missoula,  
finds  
teaching  
ideas in  
WMTC's  
Production  
Room.**

workshops on the road next year—to Kalispell, Libby, Superior, Thompson Falls and elsewhere.

The policy board has even considered operating satellite teacher centers, perhaps in Kalispell and Ronan, according to Boyce.

Lukes would also like to begin collaborating with other agencies in designing inservice programs. "Everybody's doing inservice for the same group of people, and oftentimes we're doing the same thing," Lukes said. "So why shouldn't we work together to see if we couldn't save ourselves both some money and some effort?" At this time the teacher center is working with different special education groups, in an attempt to consolidate the inservice training that all classroom teachers are now required to have.

Dvoracek would like the center to provide more equipment for the teachers. "In January we bought a primary typewriter, for example—that was one thing several teachers requested," she said. "Eventually I'd like to get videotape equipment" to record workshops and take them on the road.

By the end of the next school year, the Western Montana Teacher Center is supposed to be self-supporting. "The federal government expects us to become self-sufficient in a three-year period," Lukes said. Because the staff spent one year planning the center, they will have operated it only two years by

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**"The essence of the teacher center is the services that it offers to teachers in the area. One of the very important things . . . is that it can respond and respond quickly to teachers' needs."**

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the time their funds end. "I don't think we can become self-supporting in that short a period of time," Lukes said, adding that almost all the federally-funded centers are experiencing the same problem. "There is some legislation now, or at least some talk at the federal level," Lukes said, "for ex-

**"I'd like to see a teacher center in every county . . . I don't know that I've ever found an organization that provides this kind of service to teachers, and on such an immediate basis."—Robert Lukes, director**

tending our funding period to five years." Meanwhile, the staff is considering the alternatives to federal support.

"We may be able to get some money from different school districts in a collaborative effort, providing we do inservice for them," Lukes said. "We are also looking at private grants," said Boyce, "and at the possibility of supporting or conducting large conferences."

Some teacher centers are funded by their states. Others are backed by their local education agencies, professional education associations and teacher unions. "I don't think that here in Missoula we're going to be able to tie it down to any single group," said Lukes. "I think our funding is going to have to come from a variety of sources; it's going to depend on how creative we are, and how well we can do in providing the services we've set out to provide."

"The essence of the teacher center is the services that it offers to teachers in the area," Lukes said. "I think one of the very important things about it is that it can respond and respond quickly to teachers' needs."

"The programs that are most effective are those that have been requested by the teachers and in many cases planned and designed by them," he said. "We have as much expertise in our service area from the teaching ranks as there is anywhere else in the United States."

To any group interested in starting a teacher center, Dvoracek offered this: "It's not something that's done by administrators: it has to require active involvement by the teachers . . . Any group that was wanting to start one would have to get the teachers . . . interested."

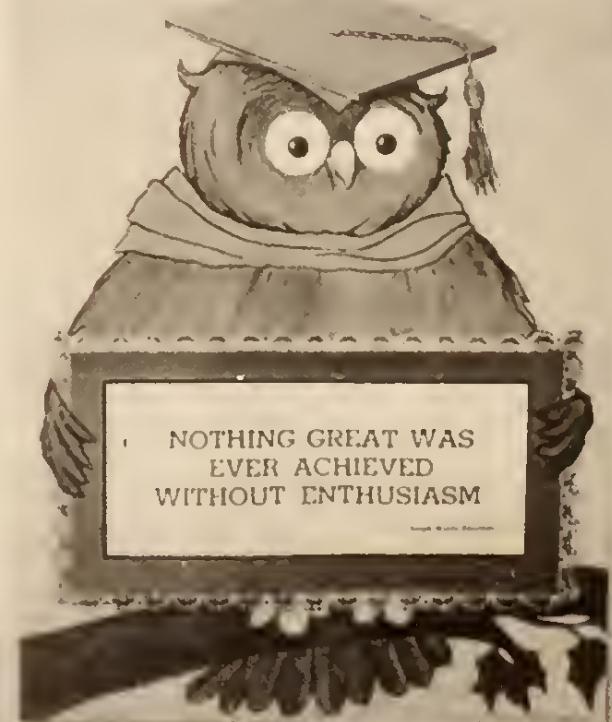
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**"It's not something that's done by administrators: it has to require active involvement by the teachers. . . ."**

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Said Lukes: "I'd like to see a teacher center in every county in Montana. I really believe in this concept. I don't know that I've ever found an organization that provides this kind of service to teachers, and on such an immediate basis." ★

## Listen to the Wise Old Owl



. . . continued from page 5

The center has a resource library for teachers, which most small school districts cannot afford. "When we purchase books, we ask the teachers what they want," Bardonner said. "If we want books for science, we ask for suggestions from a teacher who is an expert in that field." That way the resource books at the center remain current and are thorough.

Workshops are periodically held for teachers. These workshops are a very important service offered by the center. Engel said that a rural school cannot afford to bring in the people the center can or even know of the resource people locally available.

The center uses local teachers to put on some of their workshops. Engel's specialty is puppet-

**"Nationally the emphasis in teaching is that each child is an individual with individual needs . . . That has placed a lot of pressure on the teachers."**

making, and she has conducted several inservice sessions on puppet-making for other teachers and groups.

Kevin Thane is a sixth-grade teacher at Monforton School. He describes the Teacher Center as "a workplace away from school and other people. It is a place of ideas, where we can borrow things, check out materials and use many resources," he said.

The center, according to Thane, is a great asset to a rural school in that it provides workshops and resources a small school can't provide for its teachers.

"The center has made me aware of new techniques and has allowed me to do more things in the classroom than I would have been able to do on my own," he said.

Teachers can also go to the center and use materials to make classroom aids. "Initially all materials and use of the machines were free," Thane said. "Now there is a small charge for services." He said that he would like to see materials remain free for the teachers, but saw the need to look to the future of the center and what would happen if it weren't federally funded in the future.

"I strongly support continuing federal funding . . . It is a case where federal monies directly benefit the teacher. It is more direct contact from the federal government.

"I don't want to see it go the way of other federal programs where they throw us the bait and then pull out," he said.

Thane also supported the use of the Teacher Center by community members. "The more people who use it the better. We can all trade information back and forth. Any interaction between teachers is good," he said.

**"The center is especially important for rural teachers who can get very frustrated with limited resources."**

The Teacher Center is also valuable to teachers in larger school districts.

"There is another world outside of this district," said Peg Nelson, fourth-grade teacher at Whittier School in Bozeman. "It is narrow to only know the . . . philosophy [of the district] in which you teach." She added that the center gives her the opportunity to meet others in the teaching profession and share ideas and materials as well as philosophies of teaching.

The center also benefits the children, according to Nelson. "I am able to bring ideas into the classroom that work," she said. If a teacher has a problem he or she may find other teachers who have to deal with it; or the center staff or resources may help solve the problem. "You don't have that fear of, 'If I try this, is it going to be a waste of time and not work?'" The students benefit because the teacher is better prepared to deal with students as individuals with individual needs.

Nelson, who previously taught third grade, is teaching fourth grade this year. The change, she said, has put a great demand on her to research and prepare new materials and projects for her students.

"The staff knows what materials to suggest to me when I have a specific request, and the staff members are also excellent resources," she said.



Anne Thoreson teaches at the one-room, Anderson School in rural Gallatin County.

The Teacher Center also helps prevent teacher burnout. As an example, Nelson noted the competition between teachers and television. Television appeals to students and catches their attention. The teacher not only must catch their interest in the classroom, but also must encourage them to study at home instead of sitting in front of the television. "One way we can compete is to have materials that are graphically appealing," she said. "The center staff are excellent in designing eye-appealing materials. By using the laminator, we can then preserve the materials and not have to remake them every time they get a little dirty from handling.

Teachers will continue to receive more and more services through the Teacher Center. Bardonner said that requests have increased lately for discipline and classroom-management materials. The center is working to supply that information. Also, requests for materials on creative writing and support skills are increasing.

"Resource sharing has increased," Bardonner said. "When we first started, we found many separate districts doing their own thing. Now they are sharing ideas, resources and needs to make the quality of education better for our children."

Another new feature soon to be offered by the center is storytelling. "We are helping establish the Gallatin Grassroots Storytellers Guild," Bardonner said. "We will inservice other teachers and community groups in storytelling techniques and will visit schools." She said they are also starting to interview senior citizens in the area who know yarns and folklore about the county. "We want to preserve this information," Bardonner said. "We have some excellent storytellers in this area also . . . and we can share their skills with other teachers and with the students."

The center continues to look for ways to expand inservice, resources and workshop offerings to the teachers. Mary Andrews, special education teacher for Belgrade junior and senior high schools, chairs the Teacher Center policy board. The policy board is working to ensure that the center continues to keep districts informed of what the center is doing.

"I have been with the Teacher Center since its beginning. I have seen tremendous growth and increase in service since the beginning," Andrews said.

The policy board is the administrative body that reviews the policy, philosophy and objectives of the center. Comprised mostly of teachers and some school administrators, the board is considering adding a community representative in the near future. The reason for that addition is to keep the center a part of the community and responsive to community and teacher needs, according to Andrews.

"One of our concerns is communication or public relations," she said. "How well do we communicate with the teachers and people in the community?"

#### Inside the Teacher Center—How It Originated and Where It Is Going

William Hall helped start the Teacher Center. While visiting London several years ago he visited two such centers and saw how well they worked for teachers. One was a multi-purpose teacher center offering a variety of materials and services; the other was a center for a very specific area. "I saw that a

teacher center can be anything the teachers want it to be . . . It is a very creative concept," he said.

Hall helped write the grant for the Gallatin County Teacher Center. Sixty centers were originally funded in the U.S.—two of them in Montana. Currently, there are 90 centers in the U.S.

The Gallatin Center is a multi-purpose unit. Hall noted several reasons he believes the center is so successful. First, the center can tailor services to the teacher or a small group of teachers. For example, the primary focus of the center is teacher workshops, and their content is determined by teacher requests and expressed areas of interest.

**"There is another world outside of this district." The Teacher Center provides the opportunity to meet others in the teaching profession and share ideas, materials and philosophies.**

The center serves more than 500 teachers, who represent 22 school districts in the Gallatin County service area. Teachers from other counties, however, are also allowed use of the center. "Since we are [funded by] a federal grant," Bardonner said, "I don't see how we can refuse service to any teacher."

Approximately 100 people use the center each month. When workshop participants are added, the count multiplies. Bardonner estimated the majority of teachers in Gallatin County have at some time used the center.

"More elementary teachers use the center than secondary teachers," she said. "Perhaps it is because the elementary teachers teach many subjects. They also need to make many more materials, as they don't rely so heavily on textbooks for teaching. What we can offer the secondary teacher is access to speakers and our research capabilities."

The second reason that Hall believes the centers are so successful is that they are not a threat to teachers. "Teachers may feel a reluctance to go for help from other people in their school." The center poses no threat—real or imagined—to a teacher.

Another reason the center works is that it is managed at a local level. "It is close to the teachers and therefore easily accessible. If it were done on a larger scale," he said, "it would lose the day-to-day contact that makes it work."

Further the center does not duplicate services but "fills a void." The center "provides practical inservice for practicing teachers of both public and private schools," Hall said. "It is truly community-oriented."

The center is a "marvelous opportunity for teachers in the schools" to receive training and assistance, she said. "We need to assess what has been done and how to continue to improve on our services."

"The Teacher Center was set up as a resource for teachers to help them in the classroom," Andrews said. "The center is serving the teacher in Gallatin County." ★

## PRIME TIME cont.

...continued from page 4

you need help in conducting needs assessments, identifying community leadership, group processes, problem solving or evaluation, contact the community education consultant.

### Two New Communication Systems

The ETS (Educational Telephone System) is a communication system developed by Eastern Montana College to expand educational opportunities to Montana residents at a reasonable cost. Almost any community in the state can be linked to lectures, courses, inservice programs and panel discussions through the ETS. Equipment is simple to use and inexpensive. For more information, contact Benedict Surwill (657-2285) or Franz Nowotny (657-2287) at EMC.

The Montana University System has a new program called "Montana Learning Services." This computerized information system provides occupational information and links occupation choice with appropriate educational institutions. Any person in the state can gain access to this information, provided that a teletype terminal is nearby. For information, contact Hidde Van Duym, Director of MLS in Helena at 449-3024.

—Kathleen Mollohan, consultant  
School/Community

## SOCIAL SCIENCES

Certainly the state of the world presents to social studies teachers a limitless potential for instruction. The term "global education" is frequently used to label teaching that deals with the rapid change and the constant emergence of problems and remedies around the globe.

What happens in one part of the world can have immediate consequences in countries far away. The taking of Americans as hostage in Iran brings retaliation from the United States and a reduction in our oil supply. The price of gasoline rises once again. Must we helplessly seethe as a militarily weaker country flaunts its ability to hold our country at bay?

The military occupation of Afghanistan results in a glut in the American grain market. But because of politics in Viet Nam and Cambodia, the grain that heaps up on our farms cannot go to fill the empty stomachs of Cambodian refugees. How can a nation with a food surplus not be able to stop a genocide by starvation?

These questions are vexing, but global studies can help dispel some of our confusion and cynicism as we look for answers.

Even in the face of turmoil all over the world, people have similar needs. They all have physiological and moral needs; they want physical security, social relationships, self-esteem and self-fulfillment. Global education can incorporate cross-cultural and multi-ethnic studies in such a way that il-

luminates how nations cope with their differences, with change, interdependence and conflict. Students in global studies learn what differences and affinities the people of the world have with one another. They discover that people's needs are met in a variety of ways and that those ways may be contrary to the students' own thinking.

The ideas related to global education are part of traditional social studies content. In history one learns that the Puritans migrated to a "new world" to fulfill needs that could not be met in the political and religious environment from which they departed. In a current events class one learns that Afghan guerrillas take to the remote mountains to deal with conflict in a manner that has been traditional to that people for centuries. In geography one learns that the diet of the Japanese is governed by the nation's topography and the people's access to the sea. But even the traditional Japanese diet, like our own, is changing with the times; for trade has altered our eating habits, and now "MacDonaldsan" is to Kobe what tempura is to Kansas City.

Materials are emerging that can help teachers address modern global phenomena, issues and concepts. These materials can supplement conventional resources. Moreover, they give teaching tactics that can help generate classroom activities in global education.

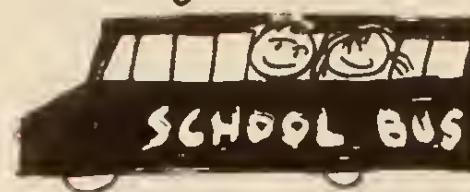
One item, *Opening Doors: Contemporary Japan*, has been published by the Asia Society, Inc., New York, NY. This publication is a combined resource manual and teacher's guide, and focuses on the study of Japan; but it gives direction for studying any country one might include in a global education lesson. A limited number of copies are available from the social studies consultant in the Office of Public Instruction. Call toll-free, 1-800-332-3402. The publication is supplemented by a film, *Learning About Japan*, which is available on a loan basis.

Another useful resource is *Global Issues: Activities and Resources for the High School Teacher*. This manual is published by the Social Science Education Consortium, Inc., 855 Broadway, Boulder, CO 80302, and the Center for Teaching International Relations, Graduate School of International Studies, University of Denver, Denver, CO 80208. The manual is available for \$7.95 at both addresses, and contains numerous lesson and activity suggestions, including masters for classroom handouts. Many issues and concerns are covered in its chapters, such as "World Trade and Economic Interdependence," "Global Conflict and the Arms Race," "Energy and Natural Resources" and "Human Rights at Home and Abroad." *Global Issues* is available from this office on a loan basis.

The social studies consultant will, upon request, present workshops on global education. If you are interested, call the consultant toll-free, 1-800-332-3402.

—Ed Eschler, consultant  
Environmental and  
Social Studies

## Pupil Transportation Safety



### 1980 Advanced Driver Education Workshops

Traffic and Safety Education Manager Curt Hahn and I are preparing for the "Advanced Driver Education" workshops, which will be held in Lewistown during June and July. Our plans are to train 144 people. The participants will include driver education teachers, school bus drivers, ambulance drivers and law enforcement personnel. Last year's workshops were a big success, so please consider attending this summer. If you haven't received the workshop and pre-registration information within the next couple of weeks, please call Terry Brown on the educational hot line 1-800-332-3402.

### How Serious Are We About Energy Conservation?

The U.S. Department of Transportation estimates that 2 percent of all students drive to school. For Montana this would mean that of our total enrollment of 164,326, 3,286 students drive to school. If these 3,286 cars average ten miles each day for 180 school days, this would be 5,914,800 miles or more than 33 percent of the miles driven last year by Montana school buses. If these cars average 15 miles per gallon, they consume 394,320 gallons of gas in a school year.

### School Bus Accidents

Most of Montana's school bus drivers have now completed three-fourths of the school year with accident-free records. With the end of winter and the quickly changing weather that we face in March, now—more than ever—is the time to think about safety and driver attitude. The school bus accidents in January and February indicate a need for improved driver awareness. Most of Montana's serious accidents have involved adverse weather and/or road conditions. School bus driver error has con-

tributed to many of the reported accidents. In order to drive a school bus safely, a driver needs to control as many of the adverse conditions as he or she can. Adjust your attitude and driving habits accordingly. Continue to be or strive to become a thinking driver, one that has control both inside and outside the bus.

### 1980 Conference on Pupil Transportation

This year's conference has been expanded to encourage attendance from neighboring states. The Montana and Western Regional Conference on Pupil Transportation will be held in Great Falls at the Heritage Inn on July 16-18.

Some of the featured workshop speakers tentatively include:

- Hanford L. Combs, President, School Transportation Systems, Inc., Cincinnati, OH. Combs will address the energy problems of pupil transportation.
- Bob Larson, Pupil Transportation Director for Robbinsdale, MN Public Schools. "School Bus Bob" will share ideas on some of his innovations in pupil transportation management.

- Jean Frohock, Director of Special Transportation Projects and Programs, Glassboro, NJ. Frohock, who is also a school bus driver, will cover school bus evacuations.

- Cal Ryder, Coordinator of Environmental Education for Great Falls Public Schools. Ryder will look into the energy problems.

- Dr. Ernest Maddock, Assistant Professor of Special Education at Glassboro State College in Glassboro, NJ. Maddock will share his ideas on transporting the special education student.

The May issue of *Montana Schools* will feature an article about the 1980 Conference.

First Aid or Defensive Driving will again be offered by the Montana School Bus Drivers Association. Plans are also being made to include a "School Bus Roadeo" at the Conference.

### Fuel Savings

A school district in Colorado submitted an energy plan that included "an alternative to fossil fuels" which I would like to share with you. This picture is more valuable than words could describe. (See below.)

—Terry Brown, consultant  
Pupil Transportation Safety



# PRIME TIME

...continued from page 9

## Vocational Education

The Montana Association of Future Homemakers of America will hold their 33rd Annual State Leadership Conference at Montana State University, Bozeman, March 12-14. The theme for this year's conference is "Future Unknown—Dare to Determine Your Own." Nearly 700 Montana high school delegates, chapter advisers and parents are expected to attend this unique, youth-planned leadership meeting.

Program highlights include:

**Wednesday Evening**—The opening general session will direct the participants' sights on the future and will be followed by a reception for the State Officers.

**Thursday**—A new FHA film, "Using Today to Build Tomorrow," will start a discussion to expand thoughts on FHA and how participation in a vocational student organization prepares one for the future. The afternoon will focus on a variety of Concurrent Sessions—workshops and seminars on how to prepare today for the challenges we will face tomorrow. The excitement for Thursday evening will be a fun session, "Shoot for the Stars."

**Friday**—Friday's schedule will comprise district meetings, meeting the 1981 Executive Council at the state business meeting, and campus tours. The 1980 State Leadership Conference ends Friday evening with a festive banquet. The presentation of awards acknowledges past accomplishments, and the installation of the 1981 Executive Council puts all Future Homemakers of America one step into the future.

Future Homemakers of America is a national vocational home economics youth organization for young men and women. Its focus is on personal growth, leadership development, fami-

ly life education and vocational preparation.

There are 93 affiliated chapters in Montana with a state membership of 2033.

Here are some excerpts from a letter from Ed Sand, last year's president of the Twin Bridges Chapter of FHA. Sand is now an Air Force Cadet.

"The Future Homemakers of America is strictly a woman's organization!" "You're the president of the FHA chapter? Ha Ha Hee Hee Hee." "I'm telling you! Get out now while there is still a chance!" Even though I am the new ghost of FHA past, these and similar harassments return to haunt my very being. During the last days that I was alive, my twilight's last gleaming was the experience I had in the Future Homemakers of America. And although I have not yet determined whether I went to heaven or hell upon my death, I nevertheless have returned from this United States Air Force Academy to show that the skills, leadership, and responsibility instilled in me by FHA have equipped me with the tools necessary to become successful "out there" in the real world.

Walking down the halls of the 36th cadet squadron, the Pink Panthers, a visitor new to the area, after observing the traditional labels of **Squadron Commander, Training Sergeant, and others**, would tend to smile upon seeing **Squadron Seamstress, Food Spoilage and Button Expert** underneath my name near the door to my cloud! I sincerely hate to break any of your hearts, but it is a fact that when you die and leave high school, you will no longer have your mommy around to sew on your buttons when they pop off and to tell you which foods to refrigerate lest you die at an early age from eating them spoiled. (I frankly believe that mothers were placed there in the home to keep you from dying prematurely in junior high.) It was only through home economics, FHA, and the last three years of fantastic workshops at the district and state FHA conventions that I have gained this knowledge.

Contrary to popular opinion, there is an ever increasing-demand placed upon you as a ghost, in the way of leadership and self-discipline. For all you striving FHAers who now feel like stoning your



Ed Sand, before he was spirited away to the Air Force.

advisor to death with the school cafeteria's latest biscuit because of the burden he or she placed on you, remember: the good performance you show is likely to be rewarded with greater trust from your advisor through more responsibility. Leaders are made, not born, and through this responsibility, character is built, providing the foundation for greater self-discipline and leadership. All the cadet ghosts I know from cadet squadron Cloud 9 possess these traits.

Quickly now, before your time is up! Live and grow in FHA; for if you do,

FHA will grow in you. And though someday you will die from that high school past, the FHA spirit will always live strong in your soul, supporting you always during those stormy blasts. And on any given day that this ghost can foresee, I will always be able to say, "Gee, FHA sure was good to me!" Hey! God bless you all! You have a good thing going! Keep it STRONG!

—Mary Elizabeth McAulay  
consultant  
Homemaking & Wage Earning  
Home Economics

## IDEA \$ BANK

At Kalispell High School, students operate the snack and lunch bar, which they have dubbed "The Little Braves Lodge."

Townsend students in grades one through six spend 30 minutes each week taking a course called "Values," in which they learn about honesty, cooperation and other matters that require telling right from wrong.

At John F. Kennedy Elementary in Butte, students and teachers celebrated Valentine's Day as "Friendship Day" by inviting senior citizens to the schools for a visit and luncheon. The goal of Friendship Day is "to help the students develop a sensitivity toward all senior citizens and develop sincere respect for them and their accomplishments." This year's was the second annual observance.

At Polson High School, each student draws up a four-year education plan and revises it once a year with the approval of his or her parents.

Why not display students' art in the bus terminal, the airport, the train depot—anywhere people gather to wait, and watch.

The community of Townsend has donated to the schools a lighted football field, a track, bleachers and a weight system for the gymnasium.

Franklin Elementary in Missoula issues monthly "Star Citizen Awards" to students who demonstrate exceptional citizenship, as shown in their "honor, character, and respect for other persons and property." The award certificates are blue and white, with a fancy gold border.

Every month in Kalispell, a different school in the area decorates the school administration building with artwork.

The School District No. 1 elementary schools in Missoula have published a 1979-80 "Parents' Handbook & Calendar," full of photographs and information on such issues as "District Administration," "Discipline," "Diseases" (communicable), "Due Process," and "Dogs"!

At Butte High School, students may take a course entitled "Teenage Law," in which they, as teenagers, learn their rights under the law. They also learn how the courts and the police department operate. ★



Montana Governor Thomas Judge proclaims the week of March 1-7, 1980, as **Physical Education and Sports Week** in Montana. Pat Wetzel, President of the Montana Association for Health, Physical Education, Recreation and Dance, and Spencer Sartorius, Health and

Physical Education Consultant for the Office of Public Instruction, watch the signing of the proclamation. The Governor urges all Montanans to work for improvement in physical health and well-being and emphasizes the importance of physical education in schools.

Montana Schools is published nine times yearly—in September, October, November, December, January, February, March, April and May—by the Office of Public Instruction.

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Public Information

Montana Schools is distributed in the public schools and to the members of boards, associations, organizations and other individuals interested in Montana education. Copies are available free upon request, and comments are welcome. When reporting a change of address, please include the label with the former address and computer code. Address changes, material submitted for publication, questions and comments should be sent to **Montana Schools, Office of Public Instruction, State Capitol, Helena, MT 59601**.

# CLASSIFIEDS

The Annual Convention of the Council for Exceptional Children will be held March 28-29 in Great Falls.

Approximately 400 educational professionals from Montana—including administrators, supervisors, teachers, clinicians, psychologists, therapists and college students—are expected to attend the two-day conference.

Dr. Ken Card, Office of Public Instruction in Helena, will deliver one of the keynote addresses: "Special Education: The Way It Was; The Way It Is; and Where Is It Going." Dr. Ken Reavis of Old Dominion University in Norfolk, VA, will also present an address entitled "The Need for Early Interventions with Handicapped Kids."



Margaret Grant, a third-grade teacher at Lewis & Clark School in Missoula, was last year chosen as one of seven "pioneer teachers" around the country to make programs for **Writing Teachers' Television**, an inservice series for writing teachers. Grant's programs began airing in February on the CBS educational series, "Sunrise Semester." Here is the schedule for this month and next:

March 21: "Bones," featuring Grant's entire class writing poetry, and Sara Stankey's poem "In the Witch's Cauldron" put to music.

April 4: "Parents Publishing Partners, Inc.," featuring parents.

April 11: "Peer Editing." Jill Turner serves as Lisa Ann Jarvis's editor in editing "My Pets."

April 13: "Bill and Jase," acts I and II.



**ESEA IV-B grants** have been awarded to 467 school districts during the current school year for acquisition of instructional materials and equipment; library resources; and guidance, counseling and testing materials. All Montana school districts are eligible to receive IV-B funds, which are allocated through the use of a formula. Proposals are non-competitive. School districts that have not applied for their IV-B funds are encouraged to call or write the Division of ESEA IV, Office of Public Instruction, Helena 59601, before March 30, 1980. Call 1-800-332-3402.



In the process of reviewing teacher education programs against the new state standards, training sessions will be held at the following sites and times for those teachers and administrators who were nominated to review the college programs.

**Helena**—State Capitol, Room 104, Apr. 1, from 1-5 p.m.; Office of Public Instruction, 1300 11th Ave., Apr. 1 from 6-10 p.m.

**Havre**—Northern Montana College, Student Union Bldg., Fireside Room, Apr. 2 from 1-5 p.m. and 6-10 p.m.

**Great Falls**—College of Great Falls, Student Union Bldg., Absolon Lounge, Apr. 3 from 1-5 p.m. and 6-10 p.m.; Apr. 4 from 8 a.m.-noon.

**Kalispell**—Flathead Valley Community College, Apr. 7 from 6-10 p.m.

**Missoula**—Western Montana Teacher Center, 818 Burlington B 101, Apr. 8 from 1-5 p.m. and 6-10 p.m.; Apr. 9 from 8 a.m. to noon.

**Butte**—Montana College of Mineral Science & Technology, Mining-Geology Bldg., Apr. 9 from 6-10 p.m.

**Dillon**—Western Montana College, Office Classroom Bldg., Room 114A, Apr. 10 from 1-5 p.m.

**Bozeman**—Teacher Center for Gallatin County, 615 S. 16th St., Apr. 21 from 1-5 p.m. and 6-10 p.m.

**Billings**—Eastern Montana College, Petro East and West, Apr. 22 from 1-5 p.m. and 6-10 p.m.

**Miles City**—Miles Community College, Room 106, Apr. 23 from 6-10 p.m.



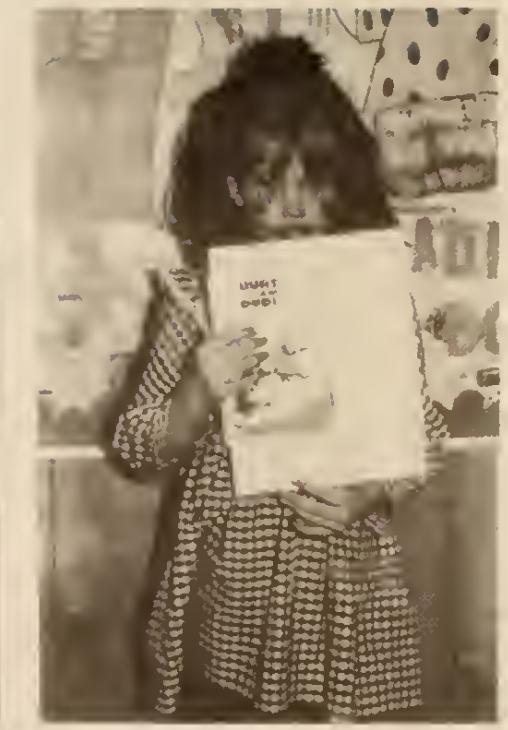
The last legislative assembly passed HB 864, which allowed the issuance of a specialist certificate to teach. The major difference between this certificate and a teacher's certificate is that the specialist certificate, unlike the regular certificate, does not provide for tenure.

This certificate was designed to be awarded to professionals in any category not now covered under certification policies and approved by the Board of Public Education. The Montana Association of School Psychologists has requested certification under the specialist category, and the Office of Public Instruction has been asked to draft proposed rules for the certification of these people.

Anyone who would like additional information may contact Dr. John Voorhis, Certification manager, Office of Public Instruction, 1-800-332-3402.



"I Love to Read Day" revelers at Jim Darcy School In Helena. Left: sixth-graders Jesse Peterson and Greg Allen. Right: second-grader Larissa Moots, who won a contest for designing the prettiest "I Love to Read" heart.



Copies of "You are the American Economic System," published by the Ad Council, are available from the Office of Public Instruction at no charge. The colorfully-illustrated, 31-page booklet describes what, how and for whom the economy will produce, in terms of citizens as consumers, producers and voters. Separate topics include employment, inflation, regulation and taxes.

Write **Montana Schools**, Office of Public Instruction, Capitol, Helena 59601. The quantity is limited.



Dennis O. Espeland, superintendent of Lockwood School District 26 in Billings, was selected as one of the 100 best school administrators in the U.S. and Canada. Nominations were solicited by the **Executive Educator** and the **American School Board Journal**. A biographical sketch of Espeland was published in the February 1980 issue of **Executive Educator**.

Espeland was recognized for his handling of contract negotiations with teachers; starting a program to place female teachers as interns to help them earn their administrator credentials; helping implement new programs in business education for elementary students and a community education program to strengthen community support for schools; and for establishing a cooperative purchasing service for 42 small school districts in Montana.

"Classroom Management of the Physically Handicapped Child" is a 20-hour seminar being offered to classroom and special education teachers April 20-22 in Great Falls. The seminar is being co-sponsored by Joe Luckman, R.P.T., and the United Cerebral Palsy of Montana. University credit will be available.

Topics will include muscle tone, neuroanatomy, facilitation and inhibition, normal and abnormal development, and the development of hemiplegia. For more information call or write Gail Wheatley, 512 36th St. N., Great Falls 59401, telephone 761-0471 or 453-2603. The registration deadline is April 7.



As of January 1980, the Chrysler Corporation has added the Chrysler Cordoba, the Dodge Mirada, the Dodge Omni 024 and the Plymouth Horizon TC 3 two-door models to the list of models available under the current Driver Education Program.

The American Motors Corporation has authorized a one-time offer to provide a special \$500 allowance to dealers for putting the AMC Eagle into driver education programs. No requests can be honored after March 15, although automobiles ordered by that time may be delivered as late as June. Talk to dealers for additional information.



# CLASSIFIEDS



In order for schools to purchase surplus property from the Montana Surplus Property Bureau, purchasers must go to the Bureau's warehouse in Helena. The Bureau does not solicit purchases by telephone or by mail.

Phone calls or letters soliciting purchases of surplus state property are not bona fide.



The **Shakespeare Packets** for the PBS series have been mailed directly to the librarians at all Montana junior and senior high schools. Please check with your school librarian before requesting a packet from the Office of Public Instruction. If your packet has been damaged in shipping, write for a replacement, on your school stationery, to TelEd Inc., 8489 W. Third St., Los Angeles, CA 90048.



Montana school districts are eligible for grants from the federal **Land and Water Conservation Fund** to provide 50 percent of the costs of acquiring or developing public outdoor recreation areas and facilities. Playgrounds and outdoor recreation facilities on public school grounds for joint school/community use are encouraged. The deadline for applications is November 1, 1980. Application forms and technical assistance may be obtained from: Parks Division, Dept. of Fish, Wildlife and Parks, Attention: LWCF Project Coordinator, 1420 E. 6th Ave., Helena 59601, 449-3750.



A Glasser Institute workshop entitled "**Ten Steps to Effective Discipline**" is planned for March 27 at the Teacher Center for Gallatin County in Bozeman. The workshop is limited to 50 participants. For more information, please call the center at 587-8181.



The U.S. Office of Education has awarded a three-year contract for \$3.5 million to the Educational Film Center of Springfield, VA, to produce a television series on health and nutrition for eight- to 12-year-old children.

The sixteen-program series, to be called "Powerhouse," will seek to provide youngsters with the skills, understanding and motivation to develop and maintain good health. The programs will strive to help young people discover that each person is a potential "powerhouse"—with strength, confidence and a positive self-image.

There will be two versions of each program: a 30-minute version for use on public broadcasting stations and a 20-minute version for use in the classroom.

The pilot program is scheduled for completion in 1980 and the series is scheduled for use by public television stations in late 1981 or early 1982.



The **Driver Education psychophysical testing equipment** owned by the Office of Public Instruction has been lost en route to Helena. If you know where it is, please contact Curt Hahn, 1-800-332-3402.



Margaret S. Warden, Great Falls, has been appointed a commissioner on the **National Commission on Libraries and Information Science**. She was one of three Presidential nominees to the commission. Warden served as a Montana state senator from District 18 from 1975 to 1979. She also served as a member of the Advisory Committee to the White House Conference on Library and Information Services from 1971 through July 1979. Her term on the Commission is for five years.

## Targeted jobs tax credit available

When the Revenue Act of 1978 amended the Internal Revenue Code of 1954, education gained a valuable ally. The Targeted Jobs Tax Credit Program (TJTC), which modified the earlier New Jobs Credit program, included youths' participating in a cooperative education program.

This Act gives employers an additional incentive to sign cooperative education agreements with schools. Besides the benefits of excellent part-time help, the employer can now elect to take a tax credit (not a deduction, but a credit) of 50 percent of the first year's wages on the first \$6,000 paid each cooperative education student and 25 percent of that amount on the second-year's wages. The remaining wages not used in the TJTC computation are available as a business deduction.

This credit is available to all private employers who pay wages to cooperative education students covered under a cooperative education agreement, provided (a) the students were first hired after September 26, 1978, (b) were between the ages of 16 and 19, (c) had not graduated from high school, and (d) are actively studying in a qualified education program. Since the employer's normal deduction for wages is reduced by the amount of the credit, the actual tax saving could range from \$900 to \$2,580 per student in the first year of employment, depending on the employer's tax bracket.

To qualify, a school must have a credit-granting program of vocational education that combines academic instruction with jobs aimed at contributing to the students' employability. This program must be organized through a written cooperative education agreement.

At present, 17 Montana high schools are participating in the Targeted Jobs Tax Credit pro-

gram. The type of vocational programs range from Distributive Education to Special Education.

To date, the high schools which have submitted certification forms to the Office of Public Instruction are: Great Falls, Sidney, Kalispell, Bozeman, Helena, Missoula, Stevensville, Billings, Butte, Big Timber, Malta, Choteau, Hardin, Livingston, Libby, Baker and Glendive.

Since October of this school year, over 200 students have been certified and over 160 employers have been involved in the cooperative education portion of TJTC. It is estimated that between \$80,000 and \$200,000 of tax savings will be generated this tax year. Approximately \$250,000 of first-year wages paid cooperative education students throughout the state will be eligible for tax credit purposes. Student wages range from \$2.90 to \$8 per hour. The estimated average tax credit per co-op student should range from \$428 to \$1,082, depending on the employer's tax bracket.

Any school interested in participating in the cooperative education portion of TJTC should contact Arlis Pfeffer in the Office of Public Instruction, 1-800-332-3402.

If your school does not provide cooperative education classes, employers in your community may still be able to get a targeted jobs tax credit. Credits are also available to employers who hire persons who are vocational rehabilitation referrals, economically-disadvantaged youth, economically-disadvantaged Vietnam-era veterans, recipients of Supplemental Security Income (SSI) and economically-disadvantaged ex-convicts. These employers should contact their local job service office to certify the above targeted groups. Only youth participating in cooperative education programs are certified by the school.

**Calendar — March 1980**

1-7	National Nutrition Month; Youth Art Month Week	12-14	State FHA conference - Bozeman
		20	MT School Testing Service completed tests due
2-8	National Nutrition Week	26-27	MT Assoc. of County School Superintendents conv. - Helena State Superintendent's Annual conf.
3-6	Peer counselor Leadership Training Workshop - Miles City	27-28	Helena Arts in Education workshops in music, visual arts, drama, dance, for teachers from Class AA, A, B schools - Helena OEA State Leadership conf. - Bozeman
7	Peer counselor Leadership Training Workshop - Billings	28-30	
10	Board of Public Education meeting Helena		
10-13	Peer Counselor Leadership Training Workshop - Butte	29-30	

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# PLEASE RE1 MONTANA Schools

Volume 23, No. 7 Office of Public Instruction Georgia Rice, Superintendent  
March 1980  
(USPS 091 970)

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## From the Superintendent

Citizenship education and the revitalization of social studies are key elements in reasserting the values necessary to preserve a free society. We need to assure ourselves that our students are given another set of three "Rs" in the classroom—Responsibility, Respect and Rights for democracy.

A study conducted by the Education Commission of the States indicates that teachers are doing an excellent job of citizenship education. One finding is that students feel very comfortable about expressing their ideas concerning citizenship in the classroom. We can help our students understand our legal, political and social systems so as to be better able to cope with problems in them. We must make them aware of the responsibilities of the individual citizen in a democracy. Existing courses which require the study of citizenship and the history and government of our country are essential to the needs of our society. Other areas may also need emphasis in the classroom.

To assess our effectiveness, we need to ask these questions. Do our students understand the U.S. legal system and the power and role of the courts? Do they know what rights individuals have and how they mesh with the rights of society? Do they understand global politics, other cultures and history as well as our country's interdependence with other nations? Not only is it important that our students understand federal government; they need to know state and local government responsibilities as well. They also need to know how the free enterprise system functions—the interaction among labor unions, business people and political parties.

Good citizenship education programs should do more. They should encourage students to active participation in government. Democracy depends upon informed citizens who are active participants. Participation increases their understanding of the political process.

The individual rights of every citizen are carefully defined in the Constitution. However, if they are to enjoy such rights and freedoms, these rights and freedoms must have general acceptance by, and equal application to, all members of the society.

A key principle in democracy is that the votes of all citizens count equally. Many people are disillusioned by what they regard as the insignificance of their individual votes. But the continuance of democracy depends upon the participation of each citizen in the election process.

Voter awareness and participation is only one facet of social studies education. But it is an important one. How a young person votes is his/her decision. Helping these young voters understand the voting process is our responsibility.

Through participation in policymaking, in elected officials and in speaking forth on legal, social and political issues our young Montanans will grow into capable citizens.

*Georgia Rice*

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Toll-free educational hotline:  
1-800-332-3402